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TABLE OF CONTENTS

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REORGANIZATION

of the

DEPARTMENT OF ADVANCED EDUCATION

i. Preface	1
ii. PURPOSE	2
A. Philosophy	2
B. Desirable characteristics of a System of Advanced Education	3
C. Major functions of the Department of Advanced Education	4
D. Early Recommendations Related to Department Structure	5
iii. RECOMMENDATIONS	6
A. Introduction	6
B. Organization	7
C. Planning	8
D. Linkages With Other Departments	10
E. Role of the Deputy and Assistant Deputies	11
F. Implementation	12

APPROVED BY CABINET

JANUARY 30, 1973

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TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
A. Definition	"
B. Purpose	"
C. Current Organization	"
D. Reasons for Reorganization	"
E. Phases in Reorganization	3
F. Development of Proposal	"
G. Delimitations	4
II. PERSPECTIVE	5
A. Philosophy	"
B. Desirable Characteristics of a System of Advanced Education	"
C. Major Functions of the Department of Advanced Education	6
D. Basic Assumptions Related to Proposed Structure	"
III. PROPOSED STRUCTURE	7
A. Governance	"
B. Coordination	"
C. Planning	9
D. Linkages With Other Departments	10
E. Roles of Minister, Deputy and Assistant Deputies	"
F. Implementation	12

1. INTRODUCTION

The Department of Advanced Education, in existence since September 10, 1971, was established formally on June 2, 1972, when The Advanced Education Act (Bill 33) was proclaimed.

A. Definition

The term "Advanced Education" means:

- 1) all educational services provided by universities, colleges, institutes of technology, agricultural and vocational colleges, and vocational training centres;
- 2) adult education or training programs and services provided by school boards, or other public or private agencies.

B. Purpose

The basic purpose of the Department of Advanced Education is to provide the leadership, service, and coordination necessary to ensure the efficient development and functioning of an effective system of advanced education responsive to the needs of all Albertans.

C. Current Organization

Currently, the Department consists of four branches: Division of Vocational and Technical Education, Agricultural and Vocational Colleges, Continuing Education, Student Finance Administration; and shares the services of five units with the Department of Education: Finance, Statistics and Legislation, Communications, Personnel, Operational Research, and the School Book Branch. The way in which these branches and units are related to other organizations and activities is depicted in Figure 1. (The Alberta Colleges Commission and the Alberta Universities Commission also provide a service in advanced education and report directly to the Minister).

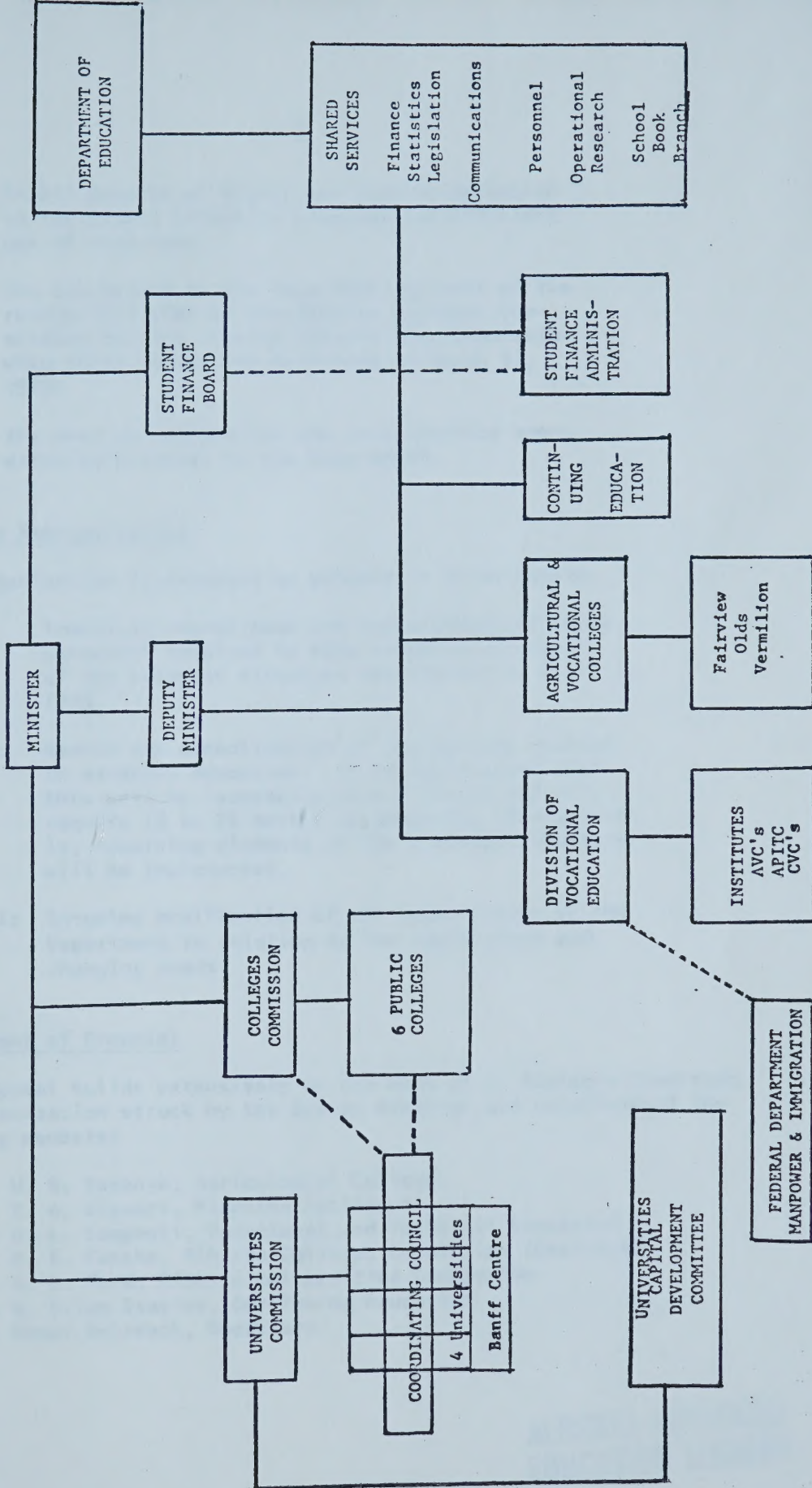
D. Reasons for Reorganization

The major reasons for reorganizing the Department are:

- 1) recognition of the need for improved coordination

Figure 1

DEPARTMENT OF ADVANCED EDUCATION: "CURRENT ORGANIZATION"



in all aspects of higher and further education to facilitate effective planning and efficient use of resources;

- 2) the assumption by the Department of most of the responsibilities of the Alberta Colleges Commission and the Alberta Universities Commission when these bodies are disbanded on March 31, 1973;
- 3) the need to rationalize the relationships among existing branches in the Department.

E. Phases in Reorganization

The reorganization is expected to proceed in three phases:

Phase I: Immediate recruitment and reassignment of those personnel required to make essential elements of the proposed structure operational by April 1, 1973.

Phase II: Review and consolidation of legislation related to advanced education: it is anticipated that this will be launched within 6 months and will require 18 to 24 months to complete. Concurrently, remaining elements of the proposed structure will be implemented.

Phase III: On-going modification of the organization of the Department in relation to new legislation and changing needs.

F. Development of Proposal

This proposal builds extensively on the work of an Advisory Committee on Reorganization struck by the Deputy Minister and comprised of the following members:

Mr. W. S. Baranyk, Agricultural Colleges
Dr. T. A. Blowers, Planning Assistant
Mr. D. L. Campbell, Vocational and Technical Education
Dr. M. R. Fenske, Alberta Colleges Commission (Chairman)
Mr. H. W. Ford, Alberta Universities Commission
Dr. R. Brian Staples, Continuing Education
Mr. Donal Deiseach, Secretary

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The Committee reviewed publications dealing with the organization of higher and further education including A Choice of Futures and Post-Secondary Non-University Education (MP#1). Recommendations for similar departments in other provinces, and for other Alberta provincial government departments also were examined. Proposals were obtained from heads of branches in the Department and from the two Commissions. A seminar was held at which Department officials and chief administrators from advanced education institutions in the Province were presented with three alternative models for the reorganization of the Department of Advanced Education and asked to choose which model would be most appropriate. Additional commentary, in the way of external evaluation was provided by a group concerned with organizational theory -- staff and doctoral students in the Department of Educational Administration at the University of Alberta. A draft report, which reflected the direction indicated by the seminar participants as being most acceptable, was circulated internally in the Department and among key personnel in advanced education institutions to obtain their reactions. The Committee attempted to incorporate many of the suggestions received in its final report.

The Committee's final report was then distributed by the Minister to members of the Executive Council for information. Meanwhile, it was also circulated for further comment to departmental personnel, as well as to the board chairmen and chief executive officers of affected institutions and organizations by the Deputy Minister. Another verbal appraisal was also obtained from a group of five specialists in educational administration and organizational theory at the University of Alberta.

The present proposal for reorganization is the culmination of this process of intensive study and extensive consultation.

G. Delimitations

Two major limitations of this proposal must be noted:

- 1) it does not provide detailed objectives, specific organizational arrangements, or precise personnel requirements for each of the elements in the structure. It is intended that this be done once the sense of direction and broad guidelines of the proposal are endorsed;
- 2) it does not offer a simple and neat structure with perfectly clear lines of authority and responsibility. The complexity of the activity makes this very

difficult. Greater clarity of function will emerge, however, as the structure is operationalized, and as a result of the review of legislation.

II. PERSPECTIVE

The perspective or rationale underlying the reorganization is briefly summarized below.

A. Philosophy

An enduring value in Canadian society is the belief in man's capacity for growth and self-fulfillment. Education is an important process through which this growth takes place: it is a life-long experience, broader than institutionalized learning. Society's best interests are served in nurturing the fullest development of its members. Accordingly, a fundamental task of government is to provide for adequate and equitable learning opportunities for all its citizens. Citizen participation in policy-making and planning is essential to ensure that the education system is responsive to individual and societal needs.

B. Desirable Characteristics of a System of Advanced Education

To be compatible with this philosophy a system of advanced education should have the following characteristics:

- Coordination: Various aspects of the advanced educational enterprise should function in harmony with each other and with other sectors or activities of society.
- Efficiency: The advanced education system should achieve an optimal use of available resources.
- Adaptability: The advanced education system should be able to respond easily to new circumstances and diverse needs.
- Participation: All those affected should share in the determination of policy for advanced education.
- Quality: The advanced education system should strive for

excellence in everything that is undertaken.

C. Major Functions of the Department of Advanced Education

It will be necessary for the Department to perform the following major functions in an effort to achieve its purpose in accord with the foregoing characteristics:

- 1) to secure, allocate, and ensure the efficient use of resources for advanced education;
- 2) to identify needs and establish system-wide goals for advanced education;
- 3) to engage in system-wide anticipatory and inventive planning and policy development;
- 4) to provide for the preparation of an adequate and competent labour force;
- 5) to offer programs and services to meet special needs;
- 6) to clarify and implement legislation in the area of advanced education;
- 7) to provide coordination of programs and system monitoring;
- 8) to offer consultative services in advanced education;
- 9) to interpret advanced education services and functions to government and public.

The functions to be performed by the Department of Advanced Education would, in essence, be limited to those that cannot be effectively performed at the institutional or local level.

D. Basic Assumptions Related to Proposed Structure

On the basis of discernible knowledge and expectations the new structure for the Department should:

- 1) be capable of being made operational with a relatively small permanent staff, supplemented as required by persons on definite term-appointments for specific

assignments, and by task forces drawn from the system;

- 2) foster the development of relatively independent institutions and organizations highly responsive to the needs of their clients;
- 3) stress system development, and exercise leadership through long-range comprehensive planning while also performing an ongoing regulatory function;
- 4) facilitate citizen, client, and professional participation in policy development at the provincial level;
- 5) be able to accommodate some consolidation of educational activities now under other jurisdictions and some realignment of government departments;
- 6) anticipate the gradual withdrawal by the Department from the operation of some of the institutions for advanced education now directly under its jurisdiction; and
- 7) provide for close linkage with the Department of Education and the Department of Manpower and Labour, as well as liaison with other "people oriented" departments.

III. PROPOSED STRUCTURE

The proposed structure for the Department of Advanced Education is depicted in Figure II. It provides for widespread extra-departmental involvement in the performance of the advisory and judicial functions.

A. Governance

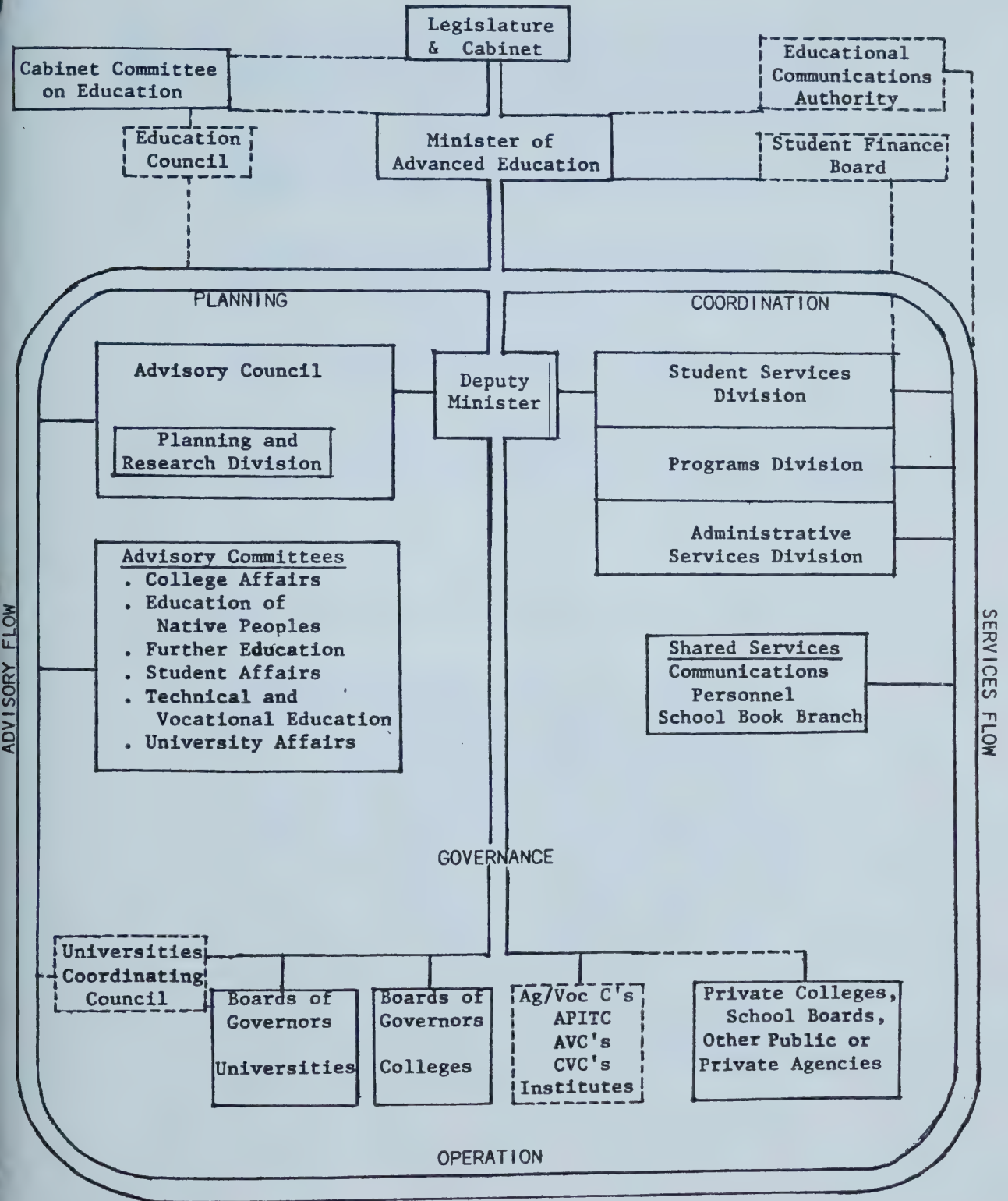
Boards of governors continue to assume responsibility for the general operation of most institutions.

B. Coordination

The coordinating and executive functions to be performed by the

Figure II

Department of Advanced Education: " PROPOSED STRUCTURE "



status or function may soon be altered

Department fall into three broad categories. These categories of functions are used as the basis for organization rather than sub-systems. This avoids unnecessary duplication of functions for each subsystem and facilitates intra-departmental coordination.

- 1) Student Services Division: student assistance, housing, fees, counselling, central application system.
- 2) Programs Division: program assessments, approvals, terminations, and allocations; central program registry, transfer of credits and accreditation, instructional modes and technology,
- 3) Administrative Services Division: capital and operating funding, legislation, general administration.

Three common service units -- Communications, Personnel, and the School Book Branch -- continue to serve both departments in education, thereby restraining costs and enhancing inter-departmental coordination.

C. Planning

Two additional major vehicles for planning and coordination are provided:

- 1) Planning and Research Division: continuous short and long-range system planning, policy analysis, information and statistics, student flow and simulation models, conducting and contracting service research, program evaluation. The Division will serve both departments in education and would have an Advisory Council whose composition would be weighted in favor of public membership, but would include government, institutional and/or system stakeholder group representation. The Council would advise on priorities and policies for the work of the Division, make recommendations to the two Ministers with respect to matters arising out of the work of the Division, and allocate such provincial support for research and development in education as may become available using policies and procedures developed in consultation with those affected and involved, and ratified by the Cabinet Committee on Education.
- 2) Advisory Committees: college affairs, education of

native peoples, further education, student affairs, technical and vocational education, university affairs. These six committees are intended to ensure consideration of special needs and interests, as well as to give the Department continuing access to knowledge and expertise within the system and the Province. Their members will be drawn from the public sector and from major stakeholder groups within the system. Significant responsibilities for each committee within its sphere of concern would include: keeping the Department informed of needed changes in policies and procedures; appraising system, subsystem, and institutional plans; and serving as a board of appeal for the lay public, clients, professional staffs, and governing boards with regard to the operation of the system or any of its constituent parts.

D. Linkages With Other Departments

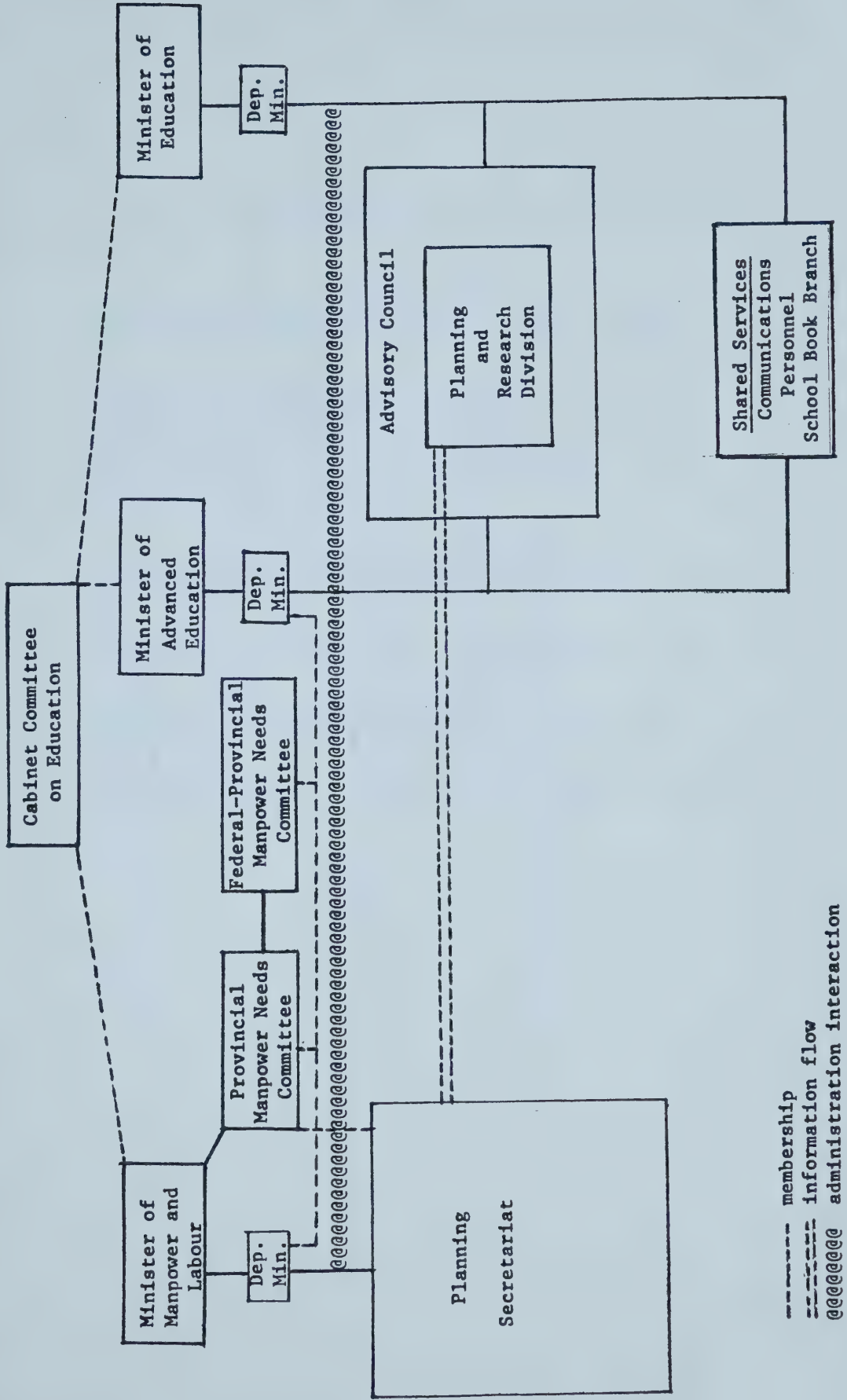
Vital linkages with the Department of Education and Department of Manpower and Labour are illustrated in Figure III. Additional coordination is achieved through cross-membership on committees and task forces, and through interdepartmental administrative routines. Similar arrangements are envisioned from time-to-time with other departments.

E. Roles of Minister, Deputy and Assistant Deputies

This Department has a unique external constituency or clientele. Not only is it large and varied, sensitive and articulate; it also responds best to rationality, participation and persuasion, rather than fiat, standardized regulations or sanctions. Consequently, the Minister and Deputy Minister must devote a substantial amount of time to consultation with administrators, members of boards of governors, faculty, students and interested citizens -- individually and in groups; in public and in private. Such consultation helps to marshal the best possible advice to aid government in the decision-making process. It also assists in keeping them (and through them the public generally) informed on government policy and direction. Moreover, it is indispensable to goal achievement by the system. This critical external consultation responsibility of the Minister and Deputy Minister gives rise to the need for up to three Assistant Deputy Ministers to oversee the day-to-day implementation of policies and plans, and to ensure that appropriate service functions are provided.

Figure III

Department of Advanced Education: "LINKAGES WITH EDUCATION AND MANPOWER AND LABOUR"



F. Implementation

In addition to Cabinet approval of this submission, the following actions are necessary in the immediate future to implement the proposed structure:

- 1) appointment of Assistant Deputy Ministers and some of the other senior personnel within 30 days to aid the Deputy Minister in operationalizing the structure;
- 2) reclassification and redeployment of the staffs of the Department and the two Commissions. (Present complement of staff in the Department and Commissions is 49 professional with 70 clerical-stenographic support staff, not including personnel in the institutions or in shared services);
- 3) changes in The Colleges Act and The Universities Act to transfer the responsibilities of the two Commissions to the Minister of Advanced Education;
- 4) orders establishing the terms of reference, procedures and personnel of the Advisory Committees;
- 5) approval of the related financial provisions in the 1973-74 estimates of the Department of Advanced Education; and
- 6) housing the reorganized Department in the Devonian Building.

